



Teacher Learning Report Grade 7 Science

Interactions of Matter and Energy	Unit	CHECKPOINT		
		1	2	3
7.5 Matter and energy. The student knows that interactions occur between matter and energy.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
7.2(A) plan and implement comparative and descriptive investigations ③ 7.2(B) design and implement experimental investigations ③ 7.4(A) collect, record, and analyze information using tools ③ <i>connected 7.1(A), 7.1(B), 7.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Photosynthesis				
7.5(A) recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis				
Flow of Energy in Living Systems				
7.5(B)* diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③ 7.3(B) use models to represent the natural world ③ <i>connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)</i>				



Teacher Learning Report Grade 7 Science

Physical and Chemical Changes	Unit	CHECKPOINT		
		1	2	3
7.6 Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
7.2(A) plan and implement comparative and descriptive investigations ⑧ 7.2(B) design and implement experimental investigations ⑧ 7.4(A) collect, record, and analyze information using tools ⑧ <i>connected 7.1(A), 7.1(B), 7.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Changes in Matter				
7.6(A)* distinguish between physical and chemical changes in matter ⑧				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ⑧ 7.3(B) use models to represent the natural world ⑧ <i>connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)</i>				



Teacher Learning Report Grade 7 Science

>> Force, Motion, and Energy Relationships

7.7 Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

7.2(A) plan and implement comparative and descriptive investigations ③
 7.2(B) design and implement experimental investigations ③
 7.4(A) collect, record, and analyze information using tools ③
connected 7.1(A), 7.1(B), 7.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Energy Transformation

7.7(A) illustrate the transformation of energy within an organism such as the transfer from chemical energy to thermal energy

Unit	CHECKPOINT		
	1	2	3

Force and Motion

7.7(B) demonstrate and illustrate forces that affect motion in organisms such as emergence of seedlings, turgor pressure, geotropism, and circulation of blood ③

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③
 7.3(B) use models to represent the natural world ③
connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Science

Impacts on Earth's Systems	Unit	CHECKPOINT		
		1	2	3
7.8 Earth and space. The student knows that natural events and human activity can impact Earth systems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
7.2(A) plan and implement comparative and descriptive investigations ③ 7.2(B) design and implement experimental investigations ③ 7.4(A) collect, record, and analyze information using tools ③ <i>connected 7.1(A), 7.1(B), 7.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Impact of Natural Events				
7.8(A) predict and describe how catastrophic events such as floods, hurricanes, or tornadoes impact ecosystems ③				
7.8(B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas				
Impact of Human Activity				
7.8(C)* model the effects of human activity on groundwater and surface water in a watershed				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③ 7.3(B) use models to represent the natural world ③ <i>connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)</i>				



Teacher Learning Report Grade 7 Science

Components of the Solar System	Unit	CHECKPOINT		
		1	2	3
7.9 Earth and space. The student knows components of our solar system.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
7.2(A) plan and implement comparative and descriptive investigations ③ 7.2(B) design and implement experimental investigations ③ 7.4(A) collect, record, and analyze information using tools ③ <i>connected 7.1(A), 7.1(B), 7.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Characteristics that Support Life in Space				
7.9(A) analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere ③				
Space Exploration				
7.9(B) identify the accommodations, considering the characteristics of our solar system, that enabled manned space exploration				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③ 7.3(B) use models to represent the natural world ③ 7.3(D) relate the impact of research on scientific thought and society <i>connected 7.2(C), 7.2(D), 7.3(A), 7.3(C)</i>				



Teacher Learning Report Grade 7 Science

>> Relationships of Organisms and Environments

7.10 Organisms and environments. The student knows that there is a relationship between organisms and the environment.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

7.2(A) plan and implement comparative and descriptive investigations ③
 7.2(B) design and implement experimental investigations ③
 7.4(A) collect, record, and analyze information using tools ③
connected 7.1(A), 7.1(B), 7.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Interdependence

7.10(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms ③

7.10(B)* describe how biodiversity contributes to the sustainability of an ecosystem

7.10(C)* observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③
 7.3(B) use models to represent the natural world ③
connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Science

Variations and Traits in Populations and Species

7.11 Organisms and environments. The student knows that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

7.2(A) plan and implement comparative and descriptive investigations ③
 7.2(B) design and implement experimental investigations ③
 7.4(A) collect, record, and analyze information using tools ③
connected 7.1(A), 7.1(B), 7.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Genetic Variation

7.11(B) explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb ③
 7.11(A)* examine organisms or their structures such as insects or leaves and use dichotomous keys for identification
 7.11(C)* identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (*Geospiza fortis*) or domestic animals and hybrid plants

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③
 7.3(B) use models to represent the natural world ③
connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 7 Science

>> Structure and Function Within Living Systems

7.12 Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

7.2(A) plan and implement comparative and descriptive investigations ③
 7.2(B) design and implement experimental investigations ③
 7.4(A) collect, record, and analyze information using tools ③
connected 7.1(A), 7.1(B), 7.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Adaptations

7.12(A) investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants

Unit	CHECKPOINT		
	1	2	3

Structure and Function of Cells

7.12(D)* differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole ③

7.12(C) recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms

7.12(E) compare the functions of cell organelles to the functions of an organ system

7.12(F)* recognize the components of cell theory ③

Organ Systems Functions

7.12(B)* identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

Process (Ways to Show)

7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③
 7.3(B) use models to represent the natural world ③
connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)

Unit	CHECKPOINT		
	1	2	3



CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Grade 7 Science

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Science

Organism Response to Stimuli	Unit	CHECKPOINT		
		1	2	3
7.13 Organisms and environments. The student knows that a living organism must be able to maintain balance in stable internal conditions in response to external and internal stimuli.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
7.2(A) plan and implement comparative and descriptive investigations ③ 7.2(B) design and implement experimental investigations ③ 7.4(A) collect, record, and analyze information using tools ③ <i>connected 7.1(A), 7.1(B), 7.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Response to Stimuli				
7.13(A) investigate how organisms respond to external stimuli found in the environment such as phototropism and fight or flight				
7.13(B) describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③ 7.3(B) use models to represent the natural world ③ <i>connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)</i>				



Teacher Learning Report Grade 7 Science

>> Reproduction of Living Organisms

7.14 Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

7.2(A) plan and implement comparative and descriptive investigations ③
 7.2(B) design and implement experimental investigations ③
 7.4(A) collect, record, and analyze information using tools ③
connected 7.1(A), 7.1(B), 7.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Reproduction and Heredity

7.14(B)* compare the results of uniform or diverse offspring from asexual or sexual reproduction

7.14(A) define heredity as the passage of genetic instructions from one generation to the next generation

7.14(C)* recognize that inherited traits of individuals are governed in the genetic material found in the genes within chromosomes in the nucleus

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

7.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ③
 7.3(B) use models to represent the natural world ③
connected 7.2(C), 7.2(D), 7.3(A), 7.3(C), 7.3(D)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
7.1	The student, for at least 40% of the instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices.	Tools to Know			
7.2	The student uses scientific practices during laboratory and field investigations.				
7.3	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists.	Ways to Show			
7.4	The student knows how to use a variety of tools and safety equipment to conduct science inquiry.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
7.1(A)	demonstrate safe practices during laboratory and field investigations as outlined in Texas Education Agency-approved safety standards				
7.1(B)	practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials				
7.2(A)	plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology ⑧				
7.2(B)	design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology ⑧				
7.4(A)	use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record, and analyze information ⑧				
7.4(B)	use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
7.2(C)	collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers				
7.2(D)	construct tables and graphs, using repeated trials and means, to organize data and identify patterns				
7.2(E)	analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends ⑧				
7.3(A)	analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student				



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7.3(B)	use models to represent aspects of the natural world such as human body systems and plant and animal cells ③				
7.3(C)	identify advantages and limitations of models such as size, scale, and properties, and materials				
7.3(D)	relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content				